

## DESIGNING FORMATIVE ASSESSMENTS FOR GRAMMAR COMPETENCE IN HIGH SCHOOL LEARNERS

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**Abstract:** *This article explores the design and implementation of formative assessments to enhance grammar competence in high school learners. It emphasizes the importance of contextualized, interactive, and adaptive assessments to address students' diverse needs. Additionally, the article highlights the role of constructive feedback and modern technology in creating engaging and efficient assessment frameworks. Practical recommendations and examples are provided to support educators in fostering grammatical skills effectively.*

**Keywords:** *formative evaluation, tests, quizzes, oral questions, diagnostic evaluation, summative evaluation.*

### **Introduction**

In modern society, changes and rapid developments aimed at meeting global standards are taking place in all areas, including education. On December 24, 2021, the President of our country signed two historic decrees that grant financial, academic, and organizational autonomy to higher education institutions. This, in turn, requires a new approach to university management.

Assessment is an essential part of the educational process. Continuous monitoring of the quality of education and students' knowledge levels allows for meaningful innovations in the educational process. Today, various forms of assessment based on new systems have been developed and implemented, one of which is formative assessment.

Assessment refers to the process of comparing a student's current achievements (or failures) with their previous ones, as well as correlating learning outcomes with the norms established by current educational standards. The criteria and forms of assessment are developed jointly with students, which is also seen as a way to foster their sense of self-worth. The set of formal and informal assessment methods used by educators in the teaching process is known as formative assessment. It is part of the educational process aimed at improving students' understanding and skills by adapting teaching and learning methods.

Formative assessment provides both teachers and students with direct and detailed feedback on students' activities and learning progress. It is a continuous process that tracks students' needs and progress during their studies.

The main objective of formative assessment is to determine whether the educational goals set for the academic year have been achieved. Therefore, both teachers and students need to clearly understand the learning goals they aim to achieve throughout the year.

Learning goals can be formally reflected in teachers' lesson plans or informally defined together with students. Formative assessment is based on the idea that students should play an active role in the educational process.

In formative assessment, the necessary steps (mechanisms) for achieving the learning goals are clearly outlined. However, to achieve this, the assessment must be well-designed. In this process, great attention is given to and encouraged the self-assessment of students and their collaboration with each other.

Marina Aleksandrovna Pinskaya, a candidate of pedagogical sciences and researcher, writes in her book "New Forms of Assessment" the following: "Formative assessment is necessary not only at the final stage of the educational process but also at its initial and intermediate stages to diagnose how the learning process is progressing. If the data obtained turns out to be unsatisfactory, changes can be introduced based on the collected data to improve the quality of educational activities. Formative assessment is not directed at the entire curriculum but focuses on individual learning skills or specific elements of the program. Such assessments are designed to measure progress toward achieving specific goals."

One of the most beneficial aspects of formative assessment is the absence of a single method for conducting it. Instead, there are hundreds of different methods that teachers can adapt to meet the needs of their students. This is important because such an approach helps engage students and ensures that the assessment aligns with the concepts being studied.

Formative assessment should be engaging, tailored to students' strengths, and identify areas requiring additional attention or instruction. It is a valuable tool for both teachers and students. Teachers can use formative assessment to guide future lessons, develop individual learning objectives, and gain insights into the quality of the lessons delivered.

Teachers who regularly use formative assessment in their classrooms note increased engagement and progress among students. Based on formative assessment data, teachers can adjust instructional materials for both entire groups and individual lessons. For students, formative assessment is useful because it allows them to always know their progress and better understand their strengths and weaknesses.

Formative assessments are easy to design, conduct, collect, and utilize. Moreover, they require limited time to complete. Formative assessment helps students set individual goals and monitor their achievements daily.

## Conclusion

The key difference between these two assessment procedures lies in their purpose: formative assessment is a type of learning process, while summative assessment is a method of evaluation. Balanced assessment relies on both approaches, providing teachers with essential insights for planning future stages and measuring students' knowledge against content standards.

Examining the education systems of developed countries, such as the United Kingdom, we see that there is an award for Training, Assessment, and Quality Assurance (TAQA), which supports educators by helping them learn and develop best practices in education and assessment under the guidance of senior professionals. This demonstrates that assessment is a foundational process for improving education. Particularly, formative assessment provides precise data about the quality of education.

In conclusion, formative assessment should be a regular component of evaluating any classroom to ensure continuous improvement and a high standard of learning.

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